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represents the type of recommendations offered in the chapter devoted to "Organization and Administration."

There are almost 60 pages devoted to the statistical study of the school system. The tables and figures for the most part consist of comparisons of San Francisco with nine other cities: Los Angeles, Washington, Seattle, Newark, Minneapolis, Buffalo, Cincinnati, Milwaukee, and New Orleans. As a rule the figures are simple, chiefly of the horizontal-bar and circle type. It is of interest to observe that the order of the series is from best to worst, placing the best always at the top. It hardly seems necessary to present both table and figure when the figure contains all the data found in the table. In addition to these simpler types of tables there are a few maps and one very important age-grade distribution table for all the pupils in the system. The tables and diagrams throughout the survey, although not numerous, are perhaps superior to any school survey yet published.

In addition to chapters dealing with the conventional topics for school surveys, such as finances, school buildings, elementary schools, high schools, etc., we have the interesting departure of more specialized chapters, such as "Tests of the Achievements of Pupils," "Vocational Education," "Education of the Immigrant," "Educational and Economic Value of School-directed Gardening."

The volume itself is rather massive, containing in all 649 pages. It would be impossible in a brief review to attempt even a digest of the summaries of the various sixteen chapters. For the convenience of the reader the summaries of the various chapters are repeated in an extra chapter at the close. This chapter alone contains 24 pages presenting 317 recommendations. This phase of the report is in marked contrast with the Nevada survey, which makes comparatively few recommendations at the close of its chapters.

The survey cost the city \$8,500, or practically \$27 for each recommendation. One has the feeling that by the time San Francisco has complied with all of these recommendations it will be time for another survey.

KINGSLEY, SHERMAN C., AND DRESSLAR, F. B. *Open-Air Schools*. United States Bureau of Education, Bulletin No. 23, 1916. Washington: Government Printing Office, 1917. Pp. 283.

The rapidity with which the movement for modern open-air schools has grown within the last ten years serves to make the present volume of interest to all educators. The superintendents of cities of 25,000 or more, that make no provision for tubercular, anemic, or otherwise physically defective children, will be especially stimulated by this bulletin.

At the request of the Commissioner of Education, Mr. Sherman C. Kingsley, director of the Elizabeth McCormick Memorial Fund, assisted by Dr. Fletcher B. Dresslar, special agent of the bureau and professor of health education in the Peabody College for Teachers at Nashville, Tennessee, made a thorough study of open-air schools in most of the more progressive countries

of the world. They were assisted by Miss Mabel Brown Ellis. The present volume of nearly 300 pages is the result of these combined efforts.

The bulletin contains an immense amount of data concerning sites and buildings, equipment and cost of open-air schools, social and economic conditions of open-air school children, health supervision, open-air schools in other countries, curricula, and results generally.

The discussions are well illustrated by appropriate figures. In all there are over a hundred figures chosen with the view of instruction rather than entertainment. In addition there is a list of thirteen model blanks or forms, such as "Face of physical history card used in open-air schools in Chicago," "Parents' consent card used in Chicago," and "Reverse of record card used in Cleveland."

The organization of the entire report is such as to make clear what the open-air schools are actually doing and to give anyone interested in the organization of such schools many concrete practical suggestions. Those already engaged in the work will be interested for the sake of learning the better devices herein illustrated and recommended.

Commissioner of Education, *Report for the Year Ending June 30, 1917*. Vols. I and II. Government Printing Office, 1917. Pp. 102 and 692.

All persons interested in the work carried on by the Bureau of Education will be interested in the announcement made in the present volume to the effect that "beginning with the fiscal year 1919 a biennial summary will be issued as an administrative document. The annual report of the commissioner required by law can then be made to correspond more closely to the original intent of the report by including only brief and concise summaries of the activities of the bureau, the results of its investigations, and the conclusions based on them, and recommendations for the improvement of systems of education in the several states." In the future the report will contain from 100 to 150 pages.

The present volumes mark the transition from the practice of the past four years to the new policy. Vol. I accordingly contains such a summary as we shall expect to find in future reports. It contains 102 pages. The main topics reviewed and discussed are: "Education and the War," "Educational Surveys," "General Activities of the Bureau," "Educational Conditions in the Other Warring Countries," and "Recommendations." Naturally these main topics are subdivided into from five to twenty parts. In this way only a few pages at most can be given to any one topic or study. Thus the first volume becomes an interesting guide to the student of educational investigations. One sees by a glance at the Table of Contents the magnitude of the work of the bureau, and by reading the reviews one may decide which investigation he desires to give further study. The surveys reported in this volume are Wyoming, Colorado, University of Nevada, San Francisco, and Arizona.

Volume II of the report is the usual statistical summary, the nature of which is so well known to readers of educational literature that it needs no